

SYLLABI FOR RESEARCH INVESTIGATOR EXAMINATION
UNDER ART & CULTURE DEPARTMENT-2016

GENERAL ENGLISH
(COMMON SUBJECT)

(Full Marks : 100)

- (a) Essay Writing (Conventional)..... 20 Marks
- (b) Idioms & Phrases (Objective Type)..... 16 Marks
- (c) Comprehension of given passages (Objective Type)..... 16 Marks
- (d) Grammar (Objective Type) 16 Marks
Parts of Speech : Nouns, Adjective, Verb, Adverb, Preposition, etc.
- (e) Composition (Objective Type)..... 16 Marks
 - i) Analysis of complex and compound sentences
 - ii) Transformation of sentences
 - iii) Synthesis of sentences
- (f) Correct usage and vocabularies (Objective Type) 16 Marks

OPTIONAL SUBJECTS : 1) GEOLOGY 2) ANTHROPOLOGY 3) HISTORY

GEOLOGY

PAPER - I (150 MARKS)

GENERAL GEOLOGY AND FIELD GEOLOGY

UNIT-I (30 Marks)

Rocks types of rocks: igneous, sedimentary and metamorphic, their characteristic features, origin and field structures; General information on rocks found in India.

Minerals – definition and types; simple physical properties for distinguishing common minerals: colour, luster, transparency, hardness (Moh’s scale of hardness), fracture and cleavage; Crystalline forms of minerals and conditions of crystal formations; General study of rock forming minerals: quartz, feldspar, mica.

UNIT-II (30 Marks)

Weathering and denudation of supra-crustal rocks; Origin, texture and mineral composition of clastic and non clastic sediments and genesis of sedimentary rocks; Primary sedimentary structures; General classification of sedimentary rocks; Petrography of fundamental rock types such as - conglomerate, breccia, sandstone, limestone and shale.

UNIT-III (30 Marks)

Mountain building; Fluvial processes and landforms; River valley development and channel morphology; River systems and drainage patterns; Cycle of erosion; Development of slopes; Weathering, mass wasting and erosion.

UNIT-IV (30 Marks)

Reading of Topographic sheets; Topography and its representation; Dip and strike; Outcrop; Instruments used in field study; Effects of topography on outcrop; Clinometers and Brunton compass and their uses; Elementary structural analysis using stereographic methods; Interpretation of Geological and contour maps.

UNIT-V (30 Marks)

Folds - parts of fold, geometric classification of folds and causes of folding; Faults - parts of faults, types of faults and causes of faulting; Joints - their geometric classification; Unconformity, its kinds and significance; Overlap; Outlier and Inlier.

PAPER - II (150 MARKS)

PALAEONTOLOGY AND STRATIGRAPHY

Unit-I (26 Marks)

Paleontology - definition, subdivisions and scope, its relationship with other sub-disciplines of geology; Fossils, definition, types (body and trace fossils); Modes of preservation of fossils; Incompleteness of fossils record; Elementary ideas about origin of life; Application of paleontology with special reference to correlation; Paleocology and paleogeographic reconstructions.

UNIT -II (26 Marks)

Organic evolution - ancient and modern concepts, evidences; Theories of organic evolution: Lamarckism, Darwinism, Synthetic theory; Hominid fossils and the question of human evolution;

Human evolution tree, Australopithecus, Homo habilis, Homo erectus, Neanderthal, Java man, Peking man and other major hominid fossil evidences.

Unit-III (26 Marks)

Stratigraphy: Definition, its scope and relationships with other subdisciplines of geology; Principles of stratigraphy; Geological time scale; Elements of Dual Stratigraphic classification: Lithostratigraphic units, Bio stratigraphic units and Chronostratigraphic units and Litho-Chronostratigraphic units; Stratigraphic Correlation; Imperfections in geological records, Plio-Pleistocene boundary; Major events in the earth's history.

UNIT –IV (26 Marks)

Geotectonic Setup of North East India; Stratigraphic Significance of North Eastern India; Important Stratigraphic horizons in North East India, Significant Lithology, Economic importance and Life.

UNIT –V (26 Marks)

Age of the earth; Chronology and Dating : Relative, Stratigraphy, Typology, Absolute, Carbon 14, Potassium Argon, Fission Track, Thermoluminescence, Dendrochronology, Pollen analysis, Varve clay analysis; Geological Biological and Cultural Dimension of Man; Quaternary Period : Pleistocene and Holocene, Environment and Climatic Changes.

UNIT – VI : Aptitude Test (20 Marks)

(a) Numerical And Figurework Tests: (4 Marks)

These tests are reflections of fluency with numbers and calculations. It shows how easily a person can think with numbers. The subject will be given a series of numbers. His/Her task is to see how the numbers go together to form a relationship with each other. He/She has to choose a number which would go next in the series.

(b) Verbal Analysis And Vocabulary Tests: (6 Marks)

These tests measure the degree of comfort and fluency with the English language. These tests will measure how a person will reason with words. The subject will be given questions with alternative answers, that will reflect his/her command of the rule and use of English language.

(c) Visual And Spatial/3-D Ability Tests: (4 Marks)

These tests are used to measure perceptual speed and acuity. The subject will be shown pictures where he/she is asked to identify the odd one out; or which comes next in the sequence or explores how easily he/she can see and turn around objects in space.

(d) Abstract Reasoning Tests: (6 Marks)

This test measures the ability to analyse information and solve problems on a complex, thought based level. It measures a person's ability to quickly identify patterns, logical rules and trends in new data, integrate this information, and apply it to solve problems.

ANTHROPOLOGY

PAPER – I (150 Marks)

SECTION ‘A’

UNIT – I : (19 Marks)

- (a) Meaning, scope and development of Anthropology.
- (b) Relationships with other disciplines: Social Sciences, Behavioural Sciences, Life Sciences, Medical Sciences, Earth Sciences and Humanities.
- (c) Main branches of Anthropology, their scope and relevance:
 - (i) Social- cultural Anthropology.
 - (ii) Biological Anthropology.
 - (iii) Archaeological Anthropology.
 - (iv) Linguistic Anthropology.
- (d) Human Evolution and emergence of Man:
 - (a) Biological and Cultural factors in human evolution.
 - (b) Theories of Organic Evolution (Pre- Darwinian, Darwinian and Post-Darwinian).
 - (c) Synthetic theory of evolution: (Doll’s rule, Cope’s rule, Gause’s rule, parallelism, convergence, adaptive radiation, and mosaic evolution).

UNIT – II : (19 Marks)

- (a) Phylogenetic status, characteristics and geographical distribution of the following:
 - (i) Plio-pleistocene hominids in South and East Africa - Australopithecines.
 - (ii) *Homoerectus:Africa(Paranthropus)*, Europe (*Homoerectusheidelbergensis*), Asia (*Homo erectusjavanicus*, *Homoerectuspekinensis*).
- (b) Neanderthal Man- La-Chapelle-aux-saints (Classical type), Mt. Carmel (Progressive type).
- (c) *Homosapiens* —Cromagnon, Grimaldi and Chancelade.
- (d) (i) Principles of Prehistoric Archaeology. Chronology: Relative and Absolute Dating methods.
 - (ii) Cultural Evolution- Broad Outlines of Prehistoric cultures:
 - (i) Paleolithic (ii) Mesolithic (iii) Neolithic (iv) Chalcolithic
 - (v) Copper-Bronze Age (vi) Iron Age

UNIT – III : (19 Marks)

- (a) The Nature of Culture: The concept and characteristics of culture and civilization; Ethnocentrism vis-á-vis cultural Relativism.

- (b) The Nature of Society: Concept of Society; Society and Culture; Social Institutions; Social groups; and Social stratification.
- (c) Marriage: Definition and universality; Laws of marriage (endogamy, exogamy, hypergamy, hypogamy, incest taboo); Types of marriage (monogamy, polygamy, polyandry, group marriage). Functions of marriage; Marriage regulations (preferential, prescriptive and proscriptive); Marriage payments (bride wealth and dowry).
- (d) Family: Definition and universality; Family, household and domestic groups; functions of family; Types of family (from the perspectives of structure, blood relation, marriage, residence and succession); Impact of urbanization, industrialization and feminist movements on family.
- (e) Kinship: Consanguinity and Affinity; Principles and types of descent (Unilineal, Double, Bilateral, Ambilineal); Forms of descent groups (lineage, clan, phratry, moiety and kindred); Kinship terminology (descriptive and classificatory); Descent, Filiation and Complimentary Filiation; Descent and Alliance.

UNIT – IV : (19 Marks)

- (a) Economic organization: Meaning, scope and relevance of economic anthropology; Formalist and Substantivist debate; Principles governing production, distribution and exchange (reciprocity, redistribution and market), in communities, subsisting on hunting and gathering, fishing, swiddening, pastoralism, horticulture, and agriculture; globalization and indigenous economic systems.
- (b) Political organization and Social Control: Band, tribe, chiefdom, kingdom and state; concepts of power, authority and legitimacy; social control, law and justice in simple societies.
- (c) Religion: Anthropological approaches to the study of religion (evolutionary, psychological and functional); monotheism and polytheism; sacred and profane; myths and rituals; forms of religion in tribal and peasant societies (animism, animatism, fetishism, naturism and totemism); religion, magic and science distinguished; magico-religious functionaries (priest, shaman, medicine man, sorcerer and witch).

SECTION - B

UNIT - I Anthropological theories: (19 Marks)

- (a) Classical evolutionism (Tylor, Morgan and Frazer)
- (b) Diffusionism (British, German and American)
- (c) Functionalism (Malinowski); Structural-functionalism (Radcliffe-Brown)
- (d) Structuralism (L'evi - Strauss and E. Leach)
- (e) Culture and personality (Benedict, Mead, Linton, Kardiner and Cora - du Bois).
- (f) Neo - evolutionism (Childe, White, Steward, Sahlins and Service)
- (g) Cultural materialism (Harris)

UNIT - II Research methods in anthropology: (19 Marks)

- (a) Fieldwork tradition in anthropology
- (b) Distinction between technique, method and methodology
- (c) Tools of data collection: observation, interview, schedules, questionnaire, Case study, genealogy, life-history, oral history, secondary sources of information, participatory methods.
- (d) Analysis, interpretation and presentation of data.

UNIT – III : (19 Marks)

- (a) Ethno-archaeology – definition, scope and methods.
- (b) Archaeological and ethno-graphic records –nature and interrelations, role of analogy.
- (c) Historical development of ethno-archaeology – a brief review outside India and India. Ethno-archaeology and reconstruction of past material culture e.g. settlement pattern, technology, ceramics, food processing etc.
- (d) Important example of ethno-archaeological studies of living hunter- gatherer (e.g. Eskimo or Andaman islanders)
- (e) Present day shifting cultivation practices in India with reference to their technology, social organizations, traditions and customs, associated other economic activities – andtheir relevance to the study of Mesolithic, Neolithic and chalcolithic cultures of India.
- (f) Living Megalithic traditions of India and North east India.

UNIT – IV : (17 Marks)

- (a) Cultural resource management (CRM) – definition, meaning, concept and relevance; history and origin of CRM; meaning of cultural resource, tangible and intangible culturalresource and their identification criteria.
- (b) CRM and heritage management; National Registrar of Historic places.
- (c) Conservation and preservation of cultural heritage (monuments) – principles and guidelines for conservation and preservation of monuments, sites and remains with special reference to India; distribution of monuments in different geographical zones and their conservation problems.
- (d) Cultural resource and museum –definition, types and functions.
- (e) Acquisition and array of museum items – culture history and geo-ethnic arrangement;acquisition by purchase, gift, loans, exchange and treasure trove.
- (f) Planning of museum building – lighting of museum, galleries, ventilation; concept of mobile museum.
- (g) Arrangements, preservation and treatment of museum specimens.

PAPER – II (150 Marks)

SECTION ‘A’

UNIT – I : (22 Marks)

- (a) Evolution of the Indian Culture and Civilization — Prehistoric (Palaeolithic, Mesolithic, Neolithic and Neolithic - Chalcolithic). Protohistoric (Indus Civilization): Pre-Harappan, Harappan and post- Harappan cultures. Contributions of tribal cultures to Indian civilization.
- (b) Palaeo – anthropological evidences from India with special reference to Siwaliks and Narmada basin (*Ramapithecus*, *Sivapithecus* and *Narmada Man*).

UNIT – II : (22 Marks)

- (a) Emergence and growth of anthropology in India; Contributions of Indian anthropologists to tribal and caste studies.
- (b) Demographic profile of India — Ethnic and linguistic elements in the Indian population and their distribution. Indian population - factors influencing its structure and growth.

UNIT - III : (22 Marks)

- (a) The structure and nature of traditional Indian social system - Varnashram, Purushartha, Karma, Rina and Rebirth.
- (b) Caste system in India- structure and characteristics, Varna and caste, Theories of origin of caste system, Dominant caste, Caste mobility, Future of caste system, Jajmani system, Tribe-caste continuum.
- (c) Sacred Complex and Nature- Man- Spirit Complex.

SECTION – B

UNIT – I : (22 Marks)

- (a) Tribal situation in India – Bio-genetic variability, linguistic and socio-economic characteristics of tribal populations and their distribution.
- (b) Problems of the tribal Communities — land alienation, poverty, indebtedness, low literacy, poor educational facilities, unemployment, underemployment, health and nutrition.
- (c) Developmental projects and their impact on tribal displacement and problems of rehabilitation. Development of forest policy and tribals. Impact of urbanization and industrialization on tribal populations.

UNIT – II : (21 Marks)

- (a) Problems of exploitation and deprivation of Scheduled Castes, Scheduled Tribes and Other Backward Classes. Constitutional safeguards for Scheduled Tribes and Scheduled Castes.
- (b) Social change and contemporary tribal societies: Impact of modern democratic institutions, development programmes and welfare measures on tribals and weaker sections.

(c) The concept of ethnicity; Ethnic conflicts and political developments; Unrest among tribal communities; Regionalism and demand for autonomy; Pseudo-tribalism; Social change among the tribes during colonial and post-Independent India.

UNIT – III : (21 Marks)

- (a) Impact of Hinduism, Buddhism, Christianity, Islam and other religions on Indian Society tribal societies.
- (b) Tribe and nation state — a comparative study of tribal communities in India and other countries.
- (c) History of administration of tribal areas, tribal policies, plans, programmes of tribal development and their implementation. The concept of PTGs (Primitive Tribal Groups), their distribution, special programmes for their development. Role of N.G.O.s in tribal development.
- (d) Role of anthropology in tribal and rural development.
- (e) Contributions of anthropology to the understanding of regionalism, communalism, and ethnic and political movements.

IV Aptitude Test (20 Marks)

(a) Numerical And Figurework Tests: (4 Marks)

These tests are reflections of fluency with numbers and calculations. It shows how easily a person can think with numbers. The subject will be given a series of numbers. His/Her task is to see how the numbers go together to form a relationship with each other. He/She has to choose a number which would go next in the series.

(b) Verbal Analysis And Vocabulary Tests: (6 Marks)

These tests measure the degree of comfort and fluency with the English language. These tests will measure how a person will reason with words. The subject will be given questions with alternative answers, that will reflect his/her command of the rule and use of English language.

(c) Visual And Spatial/3-D Ability Tests: (4 Marks)

These tests are used to measure perceptual speed and acuity. The subject will be shown pictures where he/she is asked to identify the odd one out; or which comes next in the sequence or explores how easily he/she can see and turn around objects in space.

(d) Abstract Reasoning Tests: (6 Marks)

This test measures the ability to analyse information and solve problems on a complex, thought based level. It measures a person's ability to quickly identify patterns, logical rules and trends in new data, integrate this information, and apply it to solve problems.

HISTORY

PAPER - I (150 Marks)

- 1. Survey of sources and historiographical trends, regions, environment and people and their significance for understanding early India: (30marks)**
 - a) Palaeolithic, Mesolithic, Neolithic cultures
 - b) Harappan civilization - Chalcolithic culture
 - c) Aryan civilization and Iron Age culture with reference to Megaliths
 - d) 6th to 4th Century B.C. – Emergence of new religions and impact on culture.

- 2. Emergence of kingships:(30marks)**
 - a) The Mauryan Patterns: state, administration and economy: Art and Architectures
 - b) Post Mauryanstate, administration and economy: Art and Architectures: cultural interaction: Sangam Age Literature, society and culture.
 - c) Gupta and their contemporaries: state, administration, social and economy changes: art and architectures, literature.
 - d) Early Medieval India changes in society, economy and culture with special reference to south Indian kingdoms.

- 3. Pre Medieval an Age of reasons ad Medieval Period (30marks)**
 - a) India under Sultanates: rise of provincial kingdom.
 - b) Emergence and consolidation of Mughal; emergence of new social, economic, administrative and cultural order.
 - c) Art, architecture and painting under the Mughals.
 - d) Culture in the Indian subcontinent – sculpture, painting, popular culture like, folk lore, oral tradition, legends, literary tradition etc,

- 4. Pre Modern and Modern Period.(30marks)**
 - a) Nationalism and issue of Culture, Institutions of Cultural Practices colonial and post colonial.
 - b) Expansion and consolidation of British power: institution and policies.
 - c) Colonial economy and cultural responses: tradition and reform
 - d) Economic nationalism and Cultural nationalism.
 - e) Modern Indian Literature, Arts and films.

- 5. History of Mizoram (30marks)**
 - a) Traditional Polity, Society, Economy and Culture of the Mizo.
 - b) Advent of the British and its impact on society and culture
 - c) Modernity and Cultural Transformation
 - d) Cultural Heritage of Mizoram

Suggested readings:

1. NCERT Books for Ancient, Medieval and Modern History
2. A.L. Basham : The Wonder that Was India
3. RomilaThapar : History of India
4. D.D.Kosambhi : Cultural and Civilization of Ancient History in Historical Outline
5. KulKe ; A History of India
6. SumitSarkar Modern India 1885-1947
7. S.C. Raychodhury : Social Cultural and Economic History of India.
8. IfranHabib : Medieval India ; The study of a civilization
9. R.S. Sharma : Material Culture and Social Formations in Ancient India
10. S N Singh : Mizoram
11. K.S. Singh People of Mizoram Vol XXXIII,
12. B.LaltheIngliana, History of Mizo in Burma,
13. Sangkima : A Modern History of Mizoram
14. MAlsaawmtluanga and Benjamin (Ed.) :Social Economic And Political History Of The Mizo
15. J Shakespear : Lushai-Kuki Clan
16. Journals published by North East India History Association (Relevant to Mizo History portion only)

PAPER – II (150 Marks)

(CULTURAL TRANSFORMATION IN MODERN EUROPE)

- 1. Key Concepts and Historical Background: (20 mark)**
 - a) The idea of Early Modern: Perspective on Culture in History
 - b) An overview of the classical and Medieval legacy.
 - c) The Scientific Revolution and the Enlightenment.
 - d) A New View of Universe and Matter
- 2. The Renaissance:(30 mark)**
 - a) Impact on Society , Politics and Culture
 - b) Humanism in Art and Literature.
 - c) Development in Science and Philosophy.
 - d) Renaissance beyond Italy.
- 3. Upheaval in Religion:(20 mark)**
 - a) Papacy and its critics.
 - b) The spread of protestant sects in Northern Europe.
 - c) Counter Reformation and religious strife.
 - d) The economic and cultural impact of the reformations.
- 4. Literacy and artistic Developments: (30 mark)**
 - a) Development of new ideas ; Age of reasons
 - b) Literacy trends from Dante to Shakespearre.

- c) Novels as an art form
- d) Neo Classicism; (Art from Baroque to Rococco).

5. The Conquest of New World : Material, Social and Cultural Aspects:(30 mark)

- a) Colonial and Nationalism
- b) Perspective on Development and under development- Globalization
- c) Social Movements: Ecological, Feminist, Human Right issues.
- d) Modernity and cultural Transformation: Emerging trends in Culture, Media etc.

Suggested Readings:

1. C.J.H. hayes : Modern Europe to 1870
2. Peter Burke : Cultural Hsory of Modern Europe
3. Margaret Jacob : Cultural Meaning of the Sciencific Revolution.
4. Norman Low : Mastering Modern World History
5. E.J. Hobsbawm : Age of Extremes 1914-1991.
6. Margaret King : WesternCivilisation : A Social and cultural History.
7. Ravi Shankar : World History
8. Thomas Paine : Age of Reason
9. NCERT Book : on World History.
10. FernandBraudeletc : A History of Civilisation
11. Peter Burke, :Popular Culture in Early Modern Europe
12. Jacob Burckhardt, :The Civilisation of the Renaissance in Italy
13. W. Burns, :History of Civilizations, (Indian Reprint);
14. Richard Overy, :The times Complete History of the World

6. Aptitude Test (20 Marks)

(a) Numerical And Figurework Tests: (4 Marks)

These tests are reflections of fluency with numbers and calculations. It shows how easily a person can think with numbers. The subject will be given a series of numbers. His/Her task is to see how the numbers go together to form a relationship with each other. He/She has to choose a number which would go next in the series.

(b) Verbal Analysis And Vocabulary Tests: (6 Marks)

These tests measure the degree of comfort and fluency with the English language. These tests will measure how a person will reason with words. The subject will be given questions with alternative answers, that will reflect his/her command of the rule and use of English language.

(c) Visual And Spatial/3-D Ability Tests: (4 Marks)

These tests are used to measure perceptual speed and acuity. The subject will be shown pictures where he/she is asked to identify the odd one out; or which comes next in the sequence or explores how easily he/she can see and turn around objects in space.

(d) Abstract Reasoning Tests: (6 Marks)

This test measures the ability to analyse information and solve problems on a complex, thought based level. It measures a person's ability to quickly identify patterns, logical rules and trends in new data, integrate this information, and apply it to solve problems.